

Texas Education Agency Standard Application System (SAS)

2018–2020 School Transformation Fund - Implementation		
Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov (512) 463-2617	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Greenville ISD	116905	Travis EL116905107 (Priority) Carver EL 116905104 (Focus) Greenville MS 116905041 (Focus)	
Vendor ID #	ESC Region #	DUNS #	
75-6001712	10	159172014	
Mailing address		City	State ZIP Code
4004 Moulton, Street, PO Box 1022		Greenville	TX 75403
Primary Contact			
First name	M.I.	Last name	Title
Demetrus		Liggins	Superintendent
Telephone #	Email address		FAX #
(903)457-2526	ligginsd@greenvilleisd.com		(903)457-2575
Secondary Contact			
First name	M.I.	Last name	Title
Sharon		Boothe	Assistant Superintendent
Telephone #	Email address		FAX #
(903)457-2526	boothes@greenvilleisd.com		(903)457-2575

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Demetrus		Liggins	Superintendent
Telephone #	Email address		FAX #
(903)457-2526	ligginsd@greenvilleisd.com		(903)457-2575
Signature (blue ink preferred)	Date signed		

Only the legally responsible party may sign this application.

May 16, 2018

701-18-112-027

Schedule #1—General Information

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For Partnership Implementation models (P2 Partnership and IMO Partnership), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For New School Implementation models (Reset and Fresh-Start) and Redesign , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For Reset , the applicant provides assurance that the campus will have new school leadership and instructional staff.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Greenville ISD serves approximately 5500 students in Hunt County, Texas. Three of the district's eleven campuses (28%) are 2017-18 Focus or Priority Schools. Travis Elementary is designated as a 2017-18 Focus School (no improvement required). Carver Elementary and Greenville Middle School are 2017-18 Priority Schools (no improvement required). The elementary campuses serve kindergarten through fifth grade students and the middle school campus serves 7th and 8th grade students. The three campuses are submitting an application to the School Transformation Fund – Implementation grant to use Talent Transformation design, non-academic positive behavior training, and personalized academic instruction to increase overall student achievement. Focusing on Texas Education Agency (TEA) guidance for implementing effective school culture and climate initiatives will ensure effective teachers are employed at each campus, educators have data tools to build learner success, students gain a sense of purpose and pride in attending school, and stakeholders have a variety of options for forming partnerships. The mission for the district will be displayed on signage and in the hallway to keep our focus and encourage our effort: Greenville Independent School District prepares, inspires, and empowers students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society. A site-based implementation team will work with technical assistance from the TEA, staff members from Rachel's Challenge organization, and presenters from Flippen Group (Capturing Kid's Hearts) to implement the school improvement plan that is designed to improve student growth and performance and meet Greenville ISD goals of each student succeeding in secondary school and beyond. **Budget Development:** Each Campus Educational Improvement Committee (CEIC) reviewed grant program requirements and Campus Improvement Plans. Under the direction of the GISD Superintendent, the team of educators, parents, character education program staff members, and community partners reviewed TEA guidance concerning Talent Transformation design. The team also researched components of effective school culture and climate initiatives to draft the goals and objectives for the School Transformation Fund – Implementation Grant project. Then, a Talent Transformation blueprint was developed which outlines project goals for planning, implementation, and evaluation of the project across grade levels and campuses. Budget items and associated costs were assigned to each activity. **Demographics relate to defined goals and purposes:** Travis Elementary, Carver Elementary, and Greenville Middle School serve a total of 1622 students. The diverse student population includes 80.9% economically disadvantaged (ECD) and 33.7% English language learners (ELLs). These percentages are significantly higher than the district or state averages. A review of 2017 State of Texas Assessment of Academic Readiness (STAAR) data for targeted schools indicates a need for improvement in Reading, Writing, and Math achievement. **Reading and Writing:** Approximately 50% of elementary students at targeted campuses approached state standards on the Reading section of STAAR in 2017. 74% of middle school students approached grade level standards on STAAR Reading in the same year. A review of similar subject areas indicated student scores on the 4th and 7th grade Writing section of the assessment were significantly lower than Reading scores. **Math:** STAAR Math scores at Travis Elementary and Carver Elementary increased to a 74% passing rate in 2017. At the middle school, 75% of students approached state standards on STAAR Math. There is a need to continue positive trends to meet rising Math standards. Further analysis of all content areas indicates economically disadvantaged and English language learners represent the lowest percentage of students approaching standards on each section of STAAR at each grade level. The data analysis indicates a need to hire effective teachers who have proven success working with high need learners to ensure all student groups gain the Reading, Writing, and Math skills required to pass rigorous high school courses and prepare for college success. **Management Plan:** A Talent Transformation Team will be formed composed of students, parents, educators, PTA members, Rachel's Challenge and Capturing Kids Hearts staff members, social service organizations, and community representatives. The Assistant Superintendent for Teaching and Learning and a technical assistance consultant matched to the project by TEA will lead the committee to further develop the blueprint which will be used to implement and evaluate the grant project from July 2018 to July 2020. A Program Director will be hired to facilitate project training and events, daily operations, data collection and reporting, and budget management duties. The grant administrator will ensure project goals and grant requirements are met on time and as required by the district and state.

Evaluation: The Talent Transformation blueprint will delineate the vision of the project in terms of five project goals. Objectives, critical success factors and performance outcomes for each goal will be outlined on the blueprint. Milestones, action steps, methods of evaluation, and indicators of accomplishment will be matched to each goal for the purposes of progress monitoring and evaluation. The Transformation Team will collect and analyze project-level and student-level data quarterly. Formative evaluation reports will be submitted to the Campus Educational Improvement Committees. The

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

committees will recommend changes in personnel and resources to ensure grant goals are met. Summative reports will be presented to the Superintendent, District Educational Improvement Council, and the Board of Trustees at the end of each semester. **The plan meets statutory requirements** including complying with the fingerprinting code per Section 22.0834 of Texas Education Code. (1a) School Improvement Plans: The Campus Educational Improvement Committees utilizes Texas Accountability Intervention System (TAIS) guidance to develop Campus Improvement Plans based on the school's Priority or Focus School status. Plans will be refined to include the Talent Transformation school improvement plan. Each campus will resubmit the plan to the District Educational Improvement Council for approval. The DEIC will monitor success of the plan in significantly improving the achievement of students in Reading, Writing, and Math at the end of each semester. After three years, if the plan has not been implemented with fidelity and/or the initiative has not resulted in significant improvement in student achievement, the DEIC will recommend additional action such as removal of the Principal and redesign of the improvement plan. (1b) Monitor Schools Title I Funds: Each participating school is a Title I Schoolwide campus. The district will continue to monitor the use of Title I, Part A funds to ensure expenditures upgrade the entire educational program on the campus, supplement other nonfederal programs, and match the use of program funds specified by the district in the Title I, Part A application submitted to TEA. The Assistant Superintendent for Teaching and Learning, serving as the District Coordinator of School Improvement will monitor the revision of each plan to ensure all required Title I components are included. (1c) External Partners: GISD Human Resources department has developed a rigorous review process which will be used to recruit, screen, select, and evaluate external partners. The Project Director will oversee the process to ensure district procedures are followed. (1d) Alignment of Funds: The GISD Assistant Superintendent and Principals will work with the Talent Transformation Team to align local, state and federal resources to carry out the grant plan. (1e) Operational Flexibility: The district will provide the campuses operational flexibility to modify, as appropriate, practices and policies to enable full and effective implementation of the plans. These policies include recruiting and hiring of educators, extending instruction during the school day, and redesigning campus schedules. (2) Proven Strategies: The strategies used to transform the culture and climate of the school are evidence based. The committee reviewed character education programs and selected Rachel's Challenge and Capturing Kids Hearts. Each program is age appropriate, can be integrated into school curriculum, and meets criteria outlined in Texas Education Code §29.906. **The plan meets TEA requirements.** (1a) School Improvement Model: Travis Elementary, Carver Elementary, and Greenville Middle School will implement a Talent Transformation model during the grant period. (1b) Improving Student Outcomes: The goal of culture and climate program is to employ effective educators who will be trained to integrate character education into classroom instruction to provide non-academic, age-appropriate instruction related that builds student engagement and success. Expected outcomes include increased attendance, decreased discipline referrals, and increased student achievement in Reading, Writing, and Math. (2) District Theory of Action: Greenville ISD uses the Performance Management Theory of Action. The district provides educators with options for professional development based on content area expertise, grade level taught, and leadership roles undertaken. The Talent school improvement project will support the district in providing character education training in various formats and settings. Through the grant project, the T-TESS evaluation process will be refined to use data to identify paths for performance improvement, to align educator incentives with student outcomes, and to ensure that educator placement is a function of student needs rather than adult preferences. The grant will support and extend the district's ability to put the theory of action into place to accomplish the Board's student outcome goals while operating within the Board's other constraints. (3) Committee of Stakeholders: Under the supervision of the GISD Superintendent, Campus Educational Improvement Committees from each campus utilized TEA Division of System Support and Innovation guidance to review the six transformation strategies. Committee members included parents, teachers, counselors, principals, Rachel's Challenge and Capturing Kids Hearts staff members, social service agency representatives and community partners. (4) Management and Support: The GISD Superintendent and Assistant Superintendent for Teaching and Learning who have successfully overseen successful Educator Excellence, School Redesign, and TTIPS grant projects will oversee the proposed project. The Superintendent will lead the District Educational Improvement Council to review and approve Campus Improvement Plans and to evaluate the effectiveness of the project annually. The Assistant Superintendent for Teaching and Learning will oversee grant implementation. The Project Director will facilitate the day-to-day operation of the grant including collecting, analyzing, and reporting. All leaders and stakeholders are committed to implementing a successful project that improves student achievement and school success for high need learners. In Greenville ISD, "We educate today...you succeed tomorrow".

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)

Grant period: July 9, 2018 to July 31, 2020

Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$127,000	\$	\$127,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$173,000	\$	\$173,000
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$300,000	\$	\$300,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$300,000	\$	\$300,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director/community liaison/parent educator			\$52,000
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor/community outreach			\$52,000
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Mentor			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$104,000
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$23,000
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$23,000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$127,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 116905		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$75,000
2	Flippen Group - Capturing Kids Hearts	\$48,000
3	Rachel's Challenge – Awakening the Leader	\$50,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$173,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 116905		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$
Grand total:		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 116905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 116905

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1313	80.9%	The % of economically disadvantaged learners is significantly higher than the state average of 59%
Limited English proficient (LEP)	546	33.7%	The % of economically disadvantaged learners is significantly higher than the state average of 18.9%
Disciplinary placements	18	1.1%	Data represents Greenville Middle School only
Attendance rate	NA	96%	The lowest attendance rate is Greenville Middle School with 95.0% annual attendance rate.
Annual dropout rate (Gr 9-12)	NA	.1%	Data represents Greenville Middle School only
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	45	37.8%	The majority of teachers less than 5 years experience.
6-10 Years Exp.	26	21.8%	
11-20 Years Exp.	29	24.4%	
20+ Years Exp.	19	16%	
No degree	1	.84%	
Bachelor's Degree	91	76.5%	Over three-fourths of staff has earned bachelor degree
Master's Degree	25	21%	
Doctorate	2	1.7%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	159	147	159	160	149	133		376	339					1622

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	12	11	13	13	11	10		27	22					119

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Schedule #13—Needs Assessment

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment for the School Transformation Fund – Implementation Grant was developed using the Site Based Decision Making process. **Step 1 Establish Data trends.** The Campus Educational Improvement Committee (CEIC) at each campus conducted a comprehensive needs analysis to establish data trends in the fall of 2017. **Reading:** Travis and Carver Elementary Schools serve a diverse population of students in kindergarten through 5th grade. A review of Texas Academic Performance Reports (TAPR) for the campuses indicated less than 50% of campus students approached state standards on the Reading section of the 2017 State of Texas Assessment of Academic Readiness (STAAR). Greenville Middle School serves students in grades seven and eight. 74% of students approached grade level standards on STAAR Reading at the middle school. A review of similar subject areas indicated Writing scores at each targeted campus were lower than Reading scores and all scores were significantly lower than state standards. The percentage of economically disadvantaged and English language learners approaching state standards in Writing was significantly lower than the general population. **Math:** STAAR Math scores at Travis Elementary and Carver Elementary increased between 2016 and 2017 test administrations for all student groups (67% to 72%). Greenville Middle School students also improved in Math achievement and 75% approached state standards on STAAR Math in 2017. Each school is closing the gaps but needs to continue the trend of improving student performance to meet rising math standards. The committees reviewed curriculum programs and instructional strategies used in Reading, Writing, and Math and found teachers were using vertically aligned curriculum across grade levels. There was a continuum of learning for students. The Assistant Superintendent for Teaching and Learning presented attendance and discipline incident data indicating rates for learners failing to meet state standards were significantly higher than students passing the assessment. Consequently, the team determined creating a positive school climate and culture would be key to student success. The team expressed the importance of the district and community being an essential part of the solution. **Step 2: Establish Priorities.** Each site based team reviewed TEA research on school climate and culture initiatives as well as evidence-based programs proven effective in improving student attendance, discipline, and achievement. The team then prioritized implementation strategies based on perceived impact: (1) *School autonomy* will be granted to targeted campuses to enable leaders to make changes to staff, school schedules and calendars, curriculum and instruction, and evaluation tools; (2) *Character Education curriculum and training* will be implemented in each campus. Rachel's Challenge and Capturing Kids Hearts programs were selected based on improved performance of students in high need schools implementing each program; (3) *A strategic staffing model* will be implemented to increase the number of effective educators in low performing schools; (4) *Personalized learning plans* will be developed for teachers and students to improve teaching and learning in Reading, Writing, and Math; and (5) *Community Partnerships* will be developed to reduce out-of-school factors that negatively impact learning. **Step 3 Set Annual Goals.** Goals to meet each established priority include: (1) Create autonomous campuses with the operational flexibility to implement innovative reform; (2) Improve the school climate and culture to improve student attendance and decrease discipline incidents; (3) Increase the number of effective teachers and leaders to improve teaching and learning; (4) Personalize instruction to increase student achievement for all students and close achievement gaps for high need student groups; (5) Increase social, emotional, and health services to improve engagement in school leading to improved performance. **Step 4 Dissect Goals to Determine Interventions.** The Transformation Team will be formed. The team, led by the Assistant Superintendent for Teaching and Learning and facilitated by the TEA technical assistance provider, will include students, parents, GISD administrators, campus Principals, character education program providers, social service agencies, and community partners. The team will plan the most effective strategies to address identified needs and make progress toward goals. A Transformation blueprint will be developed to specify objectives, Critical Success Factors, milestones, action steps and expected outcomes. The blueprint will guide implementation and provide a tool for evaluation. **Step 5 Evaluate & Make Adjustments.** The Transformation Team will meet each nine weeks. The team will collect and analyze project level and student level data. The team will meet at the end of each quarter with the Campus Educational Improvement Committee to monitor progress toward meeting school improvement goals in the following ways: use the baseline data to determine growth in each goal, and monitor changes in data to review and recommend revisions to grant action steps and timelines to achieve milestones and expected outcomes. Each school year, grant data will be used as information to develop each targeted school's Campus Improvement Plan.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Campus Autonomy: Carver Elementary and Greenville Middle School are Priority Schools. Travis Elementary is a Focus School. Each school failed to meet state accountability standards of performance. In conducting a needs assessment, stakeholders found the school mission and vision was not part of the school day and neither students or teachers felt capable of achieving personal goals in the current campus environment. There is a need to implement innovative culture and climate reform strategies.	The School Transformation Fund Implementation grant will encourage school autonomy to enable stakeholders to implement culture and climate reform strategies that improve student outcomes. The process will include: (1) Project Director recruited and hired; (2) TEA technical assistance contracted; (3) Transformation Team creates blueprint of grant goals and activities; (4) Grant project communicated to families and community through PTA and other school events; (5) Transformation Team evaluates implementation each 9 weeks.
2.	Improved School Climate: The attendance rate of each Priority and Focus School mirrors state averages. However, a comprehensive review of campus data determined students in each school who failed to meet standards on STAAR had higher discipline incidents and school absences than their peers. There is a need to partner with proven character education programs to put disconnected youth back on track toward school success.	The Planning Team will review and implement research-based character education programs, Rachel's Challenge and Capturing Kid's Hearts. The programs will include: (1) Contracting with outside companies to provide character education training; (2) Training for students and educators; (3) Curriculum and workshops for educators to integrate lessons into classroom instruction; (4) Events for family and community members; and (5) Climate surveys completed each 9 weeks.
3.	Effective Principals and Teachers: National research indicates teacher effectiveness has the single largest impact on academic growth for students. Each of the focus and priority schools targeted for transformation has a high percentage of teachers who have taught less than five years. District turnover rate is 20% and expected to double in 2018. There is a need to create a strategic staffing plan that places the most experienced and knowledgeable educators in low performing schools.	The School Transformation Fund Implementation grant will enable stakeholders to create a strategic staffing model for low performing schools. The process will include: (1) Establishing recruitment and interview policies to employ educators with demonstrated records of success; (2) Allowing teachers who do not believe in the model to transfer campuses; (3) Conducting training to develop campus leaders dedicated to the campus vision; (4) Creating a system of teacher incentives; and (5) Educator evaluations refined to focus on student growth.
4.	Personalized Learning for Educators and Students: The number of economically disadvantaged and English language learners enrolled in targeted schools is significantly higher than district and state averages. Student performance on the Reading, Writing and Math sections of STAAR are well below state expectations for these student groups. There is a need to improve student performance and academic achievement in Reading, Writing and Math.	TEA technical assistance will work with educators to improve teaching and learning by: (1) developing individualized professional development plans tailored to each educator's needs; (2) restructuring PLCs to include integration of character education into daily lessons; (3) offering 'data use' training to personalize learning for high need learners; (4) Creating a "train the trainer" culture where struggling teachers seek advice/support from peers; (5) Unit tests and STAAR used to evaluate achievement.
5.	Parent/Community Partnerships: 80.9% of students enrolled in the targeted Priority and Focus schools are classified as economically disadvantaged. Children of poverty often fail to succeed in school because they are undernourished, exposed to stress in the home or neighborhood, or challenged by unresolved health problems. There is a need to increase communication with families and form partnerships to fulfill student and family needs.	Grant implementation will enable schools to eliminate out-of-school factors that impact student learning. The project will include: (1) A counselor/parent outreach staff member hired to support students and link families with services; (2) Partnerships with community organizations to provide wrap-around services; (3) Service learning projects such as campus beautification programs; (4) Parent Teacher Associations conducting parent education events; and (5) Participant surveys completed each 9 weeks.

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Schedule #14—Management Plan

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Matched Technical Assistance from TEA	TEA will match the Technical Assistance provider to meet the needs of the proposed School Transformation Fund - Implementation grant project. <u>Required qualifications</u> The consultant will have: (1) Experience in working with stakeholders to develop autonomous campuses that have the operational flexibility to make changes essential to meeting student achievement goals; (2) A successful record of working with stakeholders in similar schools serving similar student demographics to implement culture and climate innovations that use integrated teaching strategies to increase overall student achievement; and (3) Excellent communication and presentation skills.
2.	Assistant Superintendent for Teaching and Learning	The Assistant Superintendent for Teaching and Learning will be responsible for oversight of planning, implementing, and evaluating the grant program. <u>Required qualifications</u> The certified Texas administrator will have: (1) Successful experience in planning and implementing school improvement models; (2) Knowledge of state law and school policy; (3) Excellent leadership skills to effectively "clear the path" for campus-based changes to curriculum, operations, and leadership; and (4) Excellent team building skills required to develop essential campus and community partnerships.
3.	Principals	Focus School leaders will be placed on the campus due to lead school improvement. <u>Required Qualifications</u> Certified Texas administrators must have: (1) Excellent communication skills to articulate the vision and mission of the campus and to communicate the urgency and importance of the school improvement project; (2) Knowledge of proven strategies for positively changing school culture and climate including experience with the Rachel's Challenge and Capturing Kids Hearts initiatives; and (3) Excellent team building skills to lead by example and to ensure each staff member understands and takes responsibility for their role in school improvement.
4.	Project Director/Community Liaison/Parent Educator	The Project Director will be responsible for project management including communication and oversight of planning meetings, development of project and campus documents and reporting, requisitioning of materials and resources, and coordination of parent and community partnerships. <u>Required Qualifications</u> The project director will have documented success in: (1) Leading successful school reform in a high need campus including knowledge of the school improvement process, the Texas accountability system, and database systems used for disaggregating student data; (2) Experience in building community partnerships, successfully facilitating meetings, presenting professional development; and (3) Excellent communication and presentation skills.
5.	Counselor/Parent Outreach	The Counselor will be responsible counseling targeted students and families to use character education tools and strategies, and to access wrap-around services to improve attendance and engagement in school. <u>Required Qualifications</u> The certified Texas counselor selected will have: (1) Experience in using strategies from the targeted character education programs to support students and families; and (2) Successful experience in working with community organizations to provide family access to health services, case management, substance abuse counseling, housing assistance, transportation, nutrition services and financial assistance.
6.	Teachers	Teachers will be responsible for serving as role models to students and implementing character education strategies and lessons into classroom curriculum and instruction. <u>Required Qualifications</u> Full time certified TX educator with: (1) Successful experience in achieving student academic goals and school accountability goals; (2) Dedication to working with high need student populations; and (3) Strong communication skills including working with students, peer educators, campus administrators, family members, and community partners to implement culture and climate innovations that improve student performance and achievement.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Establish high performing schools	1. Project Director/Liaison/Parent Educator hired.	07/09/2018	07/31/2018
		2. TEA technical assistance contracted for project	07/09/2018	08/31/2018
		3. Transformation Team publishes grant blueprint	07/09/2018	08/31/2018
		4. Transformation grant communicated to community	07/09/2018	09/30/2018
		5. Team evaluates implementation each 9 weeks	07/09/2018	05/31/2020
2.	Establish positive school climate and culture	1. Rachel's Challenge/Capturing Kids Hearts training	10/01/2018	09/01/2018
		2. Daily character education class taught daily	02/01/2019	05/31/2020
		3. Workshops to integrate lessons into instruction held	02/01/2019	03/31/2020
		4. Family & Community character educ. events held	04/01/2019	05/31/2020
		5. Climate survey conducted each 9 weeks	04/01/2019	05/31/2020
3.	Recruit, employ, and retain effective teachers	1. Employ educators with records of success	07/09/2018	07/31/2020
		2. Teacher transfers completed	07/09/2018	08/01/2018
		3. Training conducted in leading campus mission	09/01/2018	03/21/2020
		4. Educator incentive program created & implemented	07/09/2018	09/30/2018
		5. Educator eval. rubric revised reflect student growth	07/09/2018	09/30/2018
4.	Increased student achievement	1. Individualized PD plans completed by educators	09/01/2018	09/01/2019
		2. PLCs restructured to model integration of char educ	07/09/2018	09/30/2018
		3. Data use training held to personalize instruction	07/09/2018	10/31/2018
		4. "Train the trainer" culture established	07/09/2018	10/31/2018
		5. Unit tests & STAAR used to evaluate each 9 weeks	09/01/2018	05/31/2020
5.	Increase student engagement in school	1. Counselor/parent outreach staff hired	07/09/2018	08/31/2018
		2. Partners provide wrap-around services	10/01/2018	05/31/2020
		3. Service learning projects implemented on campus	10/01/2018	05/31/2020
		4. PTA events used for parent education/access	10/01/2018	05/31/2020
		5. Participant surveys used to evaluate each 9 weeks	09/01/2018	05/31/2020
6.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
7.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
7.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD plans, implements, and evaluates school improvement initiatives using the site based decision making process. The GISD Board of Trustees sets goals annually for the upcoming school year based on the comprehensive needs assessment which identifies performance gaps and assesses campus needs using performance data from TEA Academic Performance Reports and a variety of other data sources. A team of stakeholders, the District Educational Improvement Council (DEIC) is responsible for putting the board goals into action. The DEIC consists of parents, educators, administrators, community members and educational partners. The committee uses the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Site-based decision making is a process for decentralizing decisions to improve the educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation. The DEIC first studies state and federal academic standards and accountability requirements, and evidence based strategies for improvement. The leaders then create a District Improvement Plan (DIP) that outlines objectives, action steps, personnel, and materials for achieving the board specified goals. The Superintendent and Board of Trustees approve the DIP and all initiatives recommended by the District Educational Improvement Council.

Grant Process and Procedures: Under the direction of the Assistant Superintendent for Teaching and Learning, the Campus Educational Improvement Committees (CEICs) drafted a school improvement model based on Texas Education Agency guidance for designing effective School Culture and Climate Initiatives. The team created a School Transformation Fund Implementation Grant blueprint for each campus as a framework of campus needs, goals and objectives, critical success factors, and performance targets. The blueprint includes a separate timeline for each of the five grant goals. Each timeline outlines objectives and milestones to be completed quarterly, as well as, evaluation methods and indicators of accomplishment to allow for progress monitoring. The Assistant Superintendent and Project Director will guide the Campus Educational Improvement Committees in using the blueprint to monitor the attainment of grant goals and objectives each quarter. The Project Director will create a quarterly progress report.

Adjustments to the Plan: The Campus Educational Improvement Committee meets four times each year. During meetings, the Campus Principals will present formative progress reports including grant data and participant feedback. With the guidance of district leadership, the CEIC will use the information to adjust strategies, personnel, and resources to meet grant goals.

Communication: Communication is the key to successful grant implementation. The CEIC will serve as a conduit of communication to the faculty, staff and community. A written agenda for each CEIC meeting will be developed and the group will maintain official minutes. Formative assessment reports will be created each nine weeks and presented to the campuses at faculty meetings and to the Superintendent and the GISD District Educational Improvement Council at semi-annual meetings. Summative evaluation reports will be created at the end of the school year and presented to the campus staff, Superintendent, DEIC, and Board of Trustees.

Celebrations of Success: One of the stated priorities of the district is spending time, energy, and effort dedicated to finding, increasing, and celebrating student achievement. The Project Director and campus counselors will coordinate celebrations of success related to grant performance targets. The Project Director will utilize the parent portal and the campus and district website to communicate grant program events and celebrations to ensure all stakeholders including students, parents, educators, and community members are informed of project goals and successes. Communication will be provided in Spanish and English.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD serves approximately 5500 students on eleven campuses from Pre-K through high school. The district is an educational community that is focused on the success and growth of every student. We are committed to providing the highest quality educational experiences to prepare students to graduate high school prepared for success in college and a career.

Similar Efforts: Greenville ISD is committed to meeting district goals of preparing students for college and a successful career in the regional workforce. Two initiatives related to these goals include:

- In 2016, a successful bond election enabled GISD to spend \$18,000,000 to construct a Career and Technical Education Center Addition at Greenville High School. The building provides additional instructional space for career- and technical-focused programs and allows for the addition of new programs to address new state legislation encouraging more career and technical education. The building includes approximately 50,000 square feet of new space in addition to renovations and repurposing of existing high school CTE space. Programs to be housed in the new and renovated CTE space include: Agriculture Science, Automotive Body & Repair, Automotive Technology, Building Trades, Culinary Arts, Electromechanical, Engineering, Health Services, Information Technology, Robotics, and Welding. All CTE programs will be linked to industry credentials and an Associate Degree program from Paris Junior College. The college has established a campus across the street from Greenville High School to enable high school students to attend college during the school day as part of both high school diploma and college degree requirements.
- In 2017, the district was awarded a 2018-2020 Industry Cluster Innovative Academy (ICIA) Success grant. Three global companies that specialize in designing and installing advanced aircraft electronics systems are located in Greenville, Texas. Greenville ISD (GISD) has capitalized on the need for aerospace, electrical and mechanical engineers in the community by developing a K-12 robotics program. GISD students progress from creating robots using VEX robotic technology during elementary and intermediate grades to creating advanced electronic and solar robotic control systems as part of STEM Academy in high school. As a result of the program, Greenville High School "Robowranglers" have achieved a world championship, two FIRST world championship division wins, 10 regional wins, and 16 robot design awards in the past six years. Through the Success Grant, Greenville ISD will strengthen and refine current practices that will advance the existing STEM Academy to distinguished levels of performance as the Engineering Academy ICIA. Students enrolled in the Academy will earn a Foundation High School Program diploma, Associate degree, and SolidWorks certification within four to five years of entering high school. Students will complete workforce experiences each year at three partner companies - Innovation First International (IFI), L-3 Aerospace Systems (L3), and Raytheon. Approximately 16-20 ninth graders entering the Academy will be eligible to receive a Distinguished Achievement Program high school diploma in four years and an Associate of Science degree in five years from Paris Junior College (PJC). An articulation agreement between PJC and Texas A&M Commerce (TAMU-C) will allow Academy students then take an additional 70 hours at the university to receive a Bachelor of Science in Engineering. up to five years of entering high school.

Student success in elementary and secondary school is essential in preparing students for entry into Greenville High School programs. The proposed school improvement project will transform three low performing campuses into high expectation, high achievement schools to ensure students are prepared to meet personal and academic goals in high school and beyond. **Coordination of Funds:** GISD will coordinate and maximize all appropriate funding including Title I, Title III, and State Compensatory Education funds to implement and sustain effective practices established by the School Transformation Fund Implementation grant. Also, the district will continue to work with and seek out community and business partnerships to meet the evolving needs of school reform. **Summary:** Greenville ISD is an innovative district where each staff member is supported so that each person feels empowered to gain the results they value over time. We have a culture of high trust, high expectation, and high urgency when it comes to the education of our students. It is this culture that motivates teachers to work together effectively across grade levels, subject areas, and campuses to achieve results. It is the culture that exists in our district that will keep each team member committed to the school improvement project. Through the grant, this culture will be extended to students, families and community members to achieve our district mission statement: *Greenville Independent School District prepares, inspires, and empowers students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society.*

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Schedule #15—Project Evaluation

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Transformation Team grant documents	1.	Grant introduced to school/community – powerpoint presentation and flyers
		2.	Transformation Team members – lists of members for five committees
		3.	Transformation Team meetings – attendance logs and evaluation forms
2.	Semi-Annual Climate Survey, GISD Professional Development Evaluations	1.	100% students and teachers attend character education training
		2.	100% teachers attend workshops to integrate character educ. into lessons
		3.	90% indicators on climate survey indicate improved culture and climate
3.	GISD Human Resources Department reports	1.	90% of teachers on campus are ranked as high performers
		2.	100% of teachers attend campus mission/vision training annually
		3.	90% of teachers receive incentive for student growth and achievement
4.	Unit test scores, STAAR scores (Texas Academic Performance Report), PLC attendance rolls	1.	80% of students meet mastery standards on unit tests
		2.	70% of students meet standard on STAAR (increase of %5 per grant year)
		3.	100% of teachers attend PLC meetings weekly
5.	Professional Development Evaluations, Attendance Rates and Discipline Rates	1.	50% of families attend grant events for access to social services
		2.	80% targeted students have increased attendance
		3.	70% of targeted students have decreased discipline reports
6.	Grant evaluation documents, Campus Improvement Plans	1.	Campus Educational Improvement Committee integrates effective components into CIP
		2.	Campus Improvement Plan approved by District Educational Improvement Council
		3.	Board of Trustees approves school improvement plans
7.		1.	
		2.	
		3.	
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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Schedule #15—Project Evaluation

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection: The Texas Education Agency (TEA) technical assistance provider will work with the Greenville ISD Assistant Superintendent for Teaching and Learning and Project Director to facilitate data collection and problem correction grant tasks.

Project-level data: During planning, a blueprint was developed which includes planning, implementation, and evaluation activities. During the first month of the grant period, the Project Director, will work with the Transformation Team to review and revise the 2018-19 blueprint to ensure it includes the following project events.

- Transformation Team meetings;
- Campus and District Education Improvement Meetings;
- Rachel's Challenge training for students, educators, and parents;
- Capturing Kid's Hearts training for students, educators, and parents;
- curriculum workshops to integrate character education into lessons;
- semi-annual culture and climate survey dates;
- annual teacher survey dates;
- teacher evaluation dates;
- incentive program administration dates;
- family events; and
- campus celebrations of success.

Project-level data will be collected from participants in the form of attendance rolls, evaluation forms, and surveys. The Project Director will develop and provide attendance sheets for all program events. Greenville ISD Professional Development Evaluation forms will be completed by educators after each training and workshop. The TEA technical assistance provider will work with the Transformation Team to select appropriate campus climate surveys and teacher surveys to be administered at the end of each semester. The consultant will also work with the Project Director to develop a formative progress report for project-level data. Data will be used to determine the impact of project activities on participants.

Student-level data: The Project Director will work with the Transformation Team to review and revise the 2018-19 blueprint to ensure it includes the following student-level data:

- Unit test administration dates for Reading, Writing, and Math at all grade levels;
- STAAR benchmark and end-of-year assessment administration dates for Reading, Writing, and Math at all grade levels;
- Attendance records for each nine weeks;
- Discipline reports for each nine weeks.

The Project Director will work with the TEA technical assistance to create a formative progress report that depicts student baseline, nine week, and end-of-school data for attendance, discipline reports, and academic performance at the individual, class, grade, and school level. At professional learning community meetings, grade level teams will review student data for each content area and for targeted student populations (economically disadvantaged learners and English language learners). The TEA technical assistance provider will work with the Project Director to develop a formative progress report for student-level data. Data will be used to determine the impact of project activities on student academic achievement.

Problem Correction: The Campus Educational Improvement Committee will meet four times each year to review formative progress and recommend revisions to grant management, resources, and timelines to ensure grant activities are completed on time and as required by the grant program. The Assistant Superintendent for Teaching and Learning will ensure CEIC Team Members, Meeting Dates, Agendas and Meeting Minutes (including attendance) are posted on the GISD website. The formative progress reports will be included as an attachment to meeting documents.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Travis Elementary, Carver Elementary and Greenville Middle School utilize guidance from the Texas Education Agency to develop Campus Improvement Plans:

Step 1. Data Analysis and Needs Assessment: Travis Elementary is a 2017–2018 Focus School. Carver Elementary and Greenville Middle School are 2017–2018 Priority Schools. The Assistant Superintendent for Teaching and Learning is the designated District Coordinator of School Improvement (DCSI). Under the direction of the district administrator, the Campus Educational Improvement Committees (CEICs) utilized the five steps of the Texas Accountability Interventions System (TAIS) framework to collect and analyze data and to conduct the 2017 comprehensive needs assessment. First, the committee clarified and prioritized problem statements. Next, to set the purpose of the needs assessment, the team studied the mission of each campus. Membership of the CEIC was then reviewed data based on TAIS guidelines, GISD Board Policy, and the plan to transform the campus using the Talent Transformation model. The type of stakeholders involved in the planning process was increased to include social services providers, local business owners, community members, and parents representing targeted economically disadvantaged and English language learner student populations. Each committee worked with an ESC Region 10 consultants to collect appropriate data in four STAAR performance indexes: achievement, progress, closing performance gaps and post-secondary readiness. The committee identified topics for each performance index and collected data from multiple sources including formative and summative, quantitative and qualitative, short term and long term, and objective and subjective information. Once data was organized and collected, the team utilized TAIS questions to determine trends and patterns in data over time, the impact of trends and patterns, and the root causes that contributed to each problem. The team found the economically disadvantaged and English language learners had the lowest number of students meeting state standards in Reading, Writing, and Math. Further analysis noted the scores were significantly lower than district and state averages.

Step 2. Selection of Model, Goals, and Interventions: After identifying the problem and cause, the CEIC reviewed the components of school improvement models from the School Transformation Fund Implementation grant to determine the model that best addresses student and campus needs. Using TAIS handouts outlining Critical Success Factors and required interventions for each model and information from the Division of System Support and Innovation (DSSI), each CEIC selected the Talent Transformation model. Once the model was selected, the CEICs set project goals for improved achievement in Reading, Writing, and Math. Each committee then drafted a Campus Improvement Plan based on Critical Success Factors that are essential to accomplishing a comprehensive change of expectations and behaviors to result in a transformation of systems:

- (1) Form a Transformation Team: Select a team of stakeholders to work with TEA technical assistance to implement and evaluate the Talent Transformation project;
- (2) Improve School Climate: Implement proven Rachel's Challenge and Capturing Kids Hearts character education programs to create a positive school climate and culture;
- (3) Leadership Effectiveness and Teacher Quality: Create a strategic staffing plan that places the most experienced and knowledgeable educators in low performing schools to increase student achievement;
- (4) Increase Student Achievement: Utilize student and school data to develop individualized professional learning plans tailored to each educator's needs to improve teaching and learning;
- (5) Family and Community Engagement: Expand partnerships to provide wrap around services that strengthen the social and emotional health of children and family members.

Step 3: Implementation: The DCSI assists the campuses in all aspects of the school improvement process including implementing and monitoring a plan for improvement. The district administrator attends required training with campus teams and facilitates meetings with the Region 10 Education Service Center (ESC) Turnaround Team and technical assistance providers to support teachers in implementation of the continuous improvement framework and in meeting intervention requirements.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Travis Elementary, Carver Elementary, and Greenville Middle School are Title I, Part A schoolwide campuses. Schoolwide campuses are able to use Title I, Part A funds to supplement services, programs and activities that impact the entire school population. **Monitoring School Improvement Plans:** The Assistant Superintendent for Teaching and Learning serves as the designated District Coordinator of School Improvement (DCSI). Campus leaders work with the Campus Educational Improvement Committee (CEIC) to use the Site Based Decision Making Process (SBDMP) to analyze data and conduct a comprehensive needs assessment. The CEIC uses the Texas Accountability Intervention System (TAIS) continuous improvement framework that is aligned around Critical Success Factors (CSFs) and the ESEA turnaround principles to develop a Schoolwide Campus Improvement Plan.

Critical Success Factors	USDE Turnaround Principles Framework for Continuous and District and School Improvement
Leadership Effectiveness	Providing strong leadership by (1) reviewing the performance of the current principal; (2) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.
Teacher Quality	Ensuring that teachers are effective and able to improve instruction by (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the transformation effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs
Increased Learning Time	Redesign the school day, week, or year to include additional time for student learning and teacher collaboration;
Academic Performance	Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with Texas Essential Knowledge Skills
Use of Quality Data to Drive Instruction	Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data
School Climate	Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs
Family and Community Engagement	Providing ongoing mechanisms for family and community engagement

The DCSI also works with the CEIC to develop a campus budget that utilizes Title I, Part A funds to provide supplemental funding for items specified in the schoolwide plan. Once the Campus Improvement Plan and budget have been approved by the Board of Trustees, the DCSI assists Focus and Priority Schools in implementing the plan for improvement. The District Coordinator of School Improvement attends required trainings with Focus and Priority School staff members and works with campus leaders to meet Texas Education Agency reporting requirements.

Additional Actions: The DCSI works with ESC Region 10 turnaround team members to conduct programmatic review that ensures school improvement goals are being achieved using quarterly and summative Campus Educational Improvement Committee reports. The reports outline program-level and student-level data related to the accomplishment of each critical success factor. The DCSI also works with the GISD Finance Department to conduct budget reviews semi-annually to ensure funds are being used only to address instructional needs that are directly linked to each school's needs assessment and are identified in the Campus Improvement Plan. When a Focus or Priority School does not accomplish school improvement goals over a period of three years, the principal is replaced and a district leader who has a record of success in transforming high need campuses is appointed to the position. In addition to ensuring effective leadership, school improvement strategies are reviewed and refined to ensure all critical success factors are addressed and campus systems and process are reviewed to remove unsuccessful practices and maintain commitment to continuous improvement. Implementation of the TEA school improvement process ensures proven improvement plans built on innovation to bring success for targeted students and schools.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD will work with technical assistance matched by the Texas Education Agency to plan, implement, and evaluate the grant project. In addition, the Human Resources department will work with the Transformation Team to implement a rigorous review process to recruit, screen, select and evaluate external partners to implement the School Transformation Fund Implementation grant plan.

Recruitment: Greenville ISD leaders will work with The Texas Center for District and School Support (TCDSS) at Education Service Center (ESC) Region 13 to develop a network of technical support specialist from across the state based on prior success in positively impacting student achievement in low achieving schools. The Transformation Team will work with the GUSD Assistant Superintendent for Teaching and Learning to create conditions to attract high quality external partners. Recruitment strategies considered will include providing appropriate consultation fees and travel expenses, flexible timelines for consultation, and district facilities and technology tools for conducting training. The grant budget includes adequate funding to support ongoing participation of the external partner during the duration of the project period.

Screening: The Transformation Teams will utilize Texas Center for District and School Support (TCDSS) guidance and GUSD Human Resources policies for screening external partners to ensure a transparent and fair process. The Campus Educational Improvement Committees will conduct an interview with the external provider. Lead by the campus Principals, the teams will articulate the goals, objectives, milestones and deliverables of the grant project, as well as, the criteria for the evaluation of project effectiveness. The hiring process will include checking references to determine expertise and experience in providing technical assistance such as system and educator support, ongoing professional development, and reporting and evaluation methodologies. In this way, the Transformation Teams will find the most qualified external providers with a proven record of success in working with schools to implement effective reform.

Selection and procurement: Greenville ISD Human Resources Handbook outlines the procedures and policies that will be used to negotiate and execute a contract with external providers. The handbook outlines roles and responsibilities of the external partner and district and specifies conditions for termination or modification of contracted services. Payment will be made to external consultants based on GUSD policies which are aligned with state and federal guidelines.

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Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD (GISD) will coordinate funds from a variety of funding sources including Foundation School Program, Title I, Title III, State Compensatory Education, and GISD Education Foundation funds to maximize effectiveness of grant funding. Examples of funding include:

- Professional development funding provided through the district Teaching and Learning department will be used to facilitate character education training and workshops held during the grant period;
- The 2016 bond program will provide internet capability enhancements, interactive projectors and document cameras for each classroom, and mobile devices for elementary and middle school classrooms. The technology upgrades will enable teachers to access real-time data and students to access personalized instructional tools;
- Eduphoria will provide resources for storing and sharing curriculum revised to include character education lessons;
- District instructional materials funds will be used to purchase educational resources to implement personalized instruction in Reading, Writing, and Math;
- District facilities funding will be used to provide offices for the Project Director and Counselor;
- District personnel funds will be used to employ administrators and teachers implementing the school improvement program;
- Parent Teacher Associations (PTAs) will sponsor parent education events; and
- Community partners will provide wrap-around services to improve student health and safety.

Greenville ISD leaders have experience in restructuring schools using innovative models, technical assistance, and funding provided by grant awards to improve student performance. GISD will ensure the campus receives ongoing, intensive technical assistance and related support from the district, the TEA technical assistance provider, and external partners to utilize all available funding sources to enable full and effective implementation of the school improvement project.

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Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD will grant the campus leadership sufficient operational flexibility to fully implement a comprehensive approach to school improvement that substantially improves student achievement.

Leadership That Drives School Improvement: Technical assistance partners will assist the Transformation Team in redesigning campus schedules to include climate surveys, character education professional development, a character education class during the school day, parent training, and family engagement events. TEA technical assistance will work with the grant team to create campus practices and policies to bring about purposeful and focused change to the existing programs. The Transformation Team will have the operational flexibility to recruit, interview and hire staff members (Project Director and Counselor) and external partners to implement the project and to determine roles and responsibilities of each partner, and to manage operations of the systems developed.

Educator Effectiveness Leading to Improved Student Outcomes: Campus leaders will have the ability to staff campuses with highly effective teachers to implement the school improvement plan. Teachers will have the ability to transfer to another campus if they cannot meet project goals and requirements. TEA technical assistance, a Project Director, and Counselor will work with campus educators to integrate the character education program into classroom lessons, model program components, and implement the revised instructional program to reform the campus culture and climate. The principal will have the ability to make crucial staffing decisions throughout the school year to ensure the reform model is implemented as planned.

Family and Community Partnerships: The Transformation Team will conduct a portfolio review during the first months of the 2018-19 school year. The team will use information from the review to build a family engagement program that matches community organization services with student and school needs. The principal will have operational flexibility to form partnerships with additional organizations during the school year based on recommendations of the committee.

Calendar: The campus calendars will be reviewed. The principal will revise the calendar to provide summer character education training for stakeholders and/or intervention classes for Reading, Writing, and Math if necessary.

Budget: Greenville ISD will empower the campus Principal to alter budgets to implement the Talent Transformation plan and recommended reforms based on quarterly and annual reports of program management and student performance.

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Amendment # (for amendments only):

Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TEA guidance for use of Every Student Succeed Act (ESSA) Funds states school culture and climate programs support the goals of building a foundation of reading and math by addressing positive traits and supporting development of positive school climate. The report further indicates that schoolwide culture and climate programs can help increase academic achievement for high need student groups through the reduction of discipline referrals and the development of citizenship skills. These agency research indicates programs should use integrated teaching strategies and can be addressed as part of instruction on various Texas Essential Knowledge and Skills. Greenville ISD proposes to use two character education programs proven to improve student performance of students in Focus and Priority campuses of our district, Rachel's Challenge and Capturing Kid's Hearts.

Rachel's Challenge: Rachel's Challenge is an organization in Littleton, Colorado responsible for a series of empowerment programs and strategies that help students and adults prevent bullying, allay feelings of isolation and despair, and create a culture of kindness and compassion. The Awaken the Learner – Character in Action program is based on the writings and life of seventeen-year-old Rachel Scott, the first student killed at Columbine High School in 1999. During her life, Rachel reached out to those who were different, picked on by others, or newcomers in school. Shortly before her death she wrote, "I have this theory that if one person can go out of their way to show compassion, then it will start a chain reaction of the same. People will never know how far a little kindness can go." Awaken the Learner character education curriculum includes five components to integrate the Rachel's Challenge assembly program into classroom curriculum: (1) Developing quality characteristics in young people through dynamic literacy; (2) Moving learning into motivating, practical applications for young learners; (3) Integrating state curriculum standards with character building activities; (4) Ease of integration into Reading, Writing, Social Studies and other content areas; and (5) Time and lesson flexibility for the educator. The curriculum includes a model of cognition, motivation, and engagement by Robert J. Marzano that empowers students to understand and control their emotions and decisions. The program provides teachers, schools, and districts concrete guidance about how to create a curriculum that both instructs and awakens students.

Capturing Kid's Hearts: The primary focus of Capturing Kids' Hearts is to develop healthy relationships between members of a school's educational community and to teach effective skills that help participants. Greenville ISD will utilize the steps outlined in The EXCEL Teaching Model™ to prepare teachers to effectively impact their students each time they come together, from the beginning of class to the end: (1) Engage - The first step is essential to the success of the day. It begins when we greet the students at the door with a handshake at the beginning of each class. The model provides strategies for drawing students into a relationship with teachers upon which we can build as the class progresses; (2) Xplore - This second step lays the foundation for the content of the class which is to follow. We get in touch with where the students are personally, emotionally, and academically. Students are our "customers." We must identify their needs before we can serve them effectively. Do the products/services we deliver meet the needs of our customers? (3) Communicate: This step is the Communication of the content of the class. The teacher addresses the needs discovered in the previous step. A two-way process, it is not simply the passing along of information and material, but instead it is a dialogue between teacher and students. The process is dynamic and experiential, requiring the teacher to be facilitator and resource to the class. Teachers who are powerful Communicators in this model are teambuilders; (4) Empower - Empowerment occurs when students gain the ability to "use and do" the things they have been taught. Possessing the same skills as the teacher is the goal of education. When we can do what we have been taught, then we are truly Empowered. The students learn information or a technique in the Communication step, and then in this step they practice and apply what they have learned until it becomes a skill; and (5) Launch - In the EXCEL Teaching Model™, Launching has to do with the way we end and send. It is the way teachers end a classroom experience and the way they send their charges forth to face the future. This is vastly different from just having students rush out the door when the bell rings. The steps will be taught through training and integrated into the daily routine of each teacher.

Implementation: The character education programs will be implemented in a variety of settings. Training for students, teachers, parents, and community partners will be held during the school day. A daily character education course will be added to the student schedule at each campus. Students will not only complete activities from Rachel's Challenge and Capturing Kids Hearts curriculum, but will also engage in Reading, Writing, and Math instruction during the class. Character education lessons and activities will also be integrated into all campus curriculum including core content classes, elective classes, fine arts, and health education. The Parent Teacher Association include character education training in sponsored events.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation☐ P2 Partnership☐ IMO Partnership**New School Implementation**☐ Reset☐ Fresh-Start**Transformation Implementation**☒ Talent Transformation Model☐ Redesign**For TEA Use Only**

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Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed school improvement project utilizes research-based talent transformation strategies for positively impacting school culture and climate to improve student engagement in school and academic achievement. The Campus Educational Improvement Committees (CEICs) reviewed effective strategies for improving teaching and learning in the TEA guidance document, *Empowered Educators: A Design Guide for Texas Transformation Zones*, and included five components in the talent transformation plan:

1. **Provide autonomy to campuses to innovate recruitment and interview processes and implement strategic hiring** – Campus leaders at the three participating schools will have full autonomy over school staffing. The committee has made recommendations for revising recruiting and interview procedures to assist principals in selecting educators who have success in improving student performance in high need schools. The T-TESS rubric scoring system will be refined to provide priority to student growth and achievement components. An incentive system providing options for career growth will be implemented to reward effective teachers and leaders moving to low-achieving schools.
2. **Provide personalized opportunities for professional learning to improve school climate and culture** - The Campus Educational Improvement Committees reviewed character education programs and selected Rachel's Challenge as the appropriate training and curriculum to inspire kindness and compassion and Capturing Kid's Hearts to promote leadership and trustworthiness. Professional development offerings will be scheduled for students, educators, parents, and community leaders. The trainings will include face-to-face and online presentations, workshops, and conferences. This will ensure all teachers and leaders alike have individualized professional development plans that are tailored to their grade level, content area of expertise, and schedule.
3. **Pick leadership characteristics based on the specific needs of a school.** The committees reviewed the 2017 comprehensive needs assessment from each participating campus. Utilizing various data sources to address all facets of the school environment, the teams determined students failing to meet standards on STAAR had a high rate of truancy and discipline incidents. The committees determined a lack of student engagement in school to be the root cause of achievement gaps. For this reason, compassionate educators who wish to serve as professionals to model positive behavior and respect will be selected to serve children in our schools.
4. **Allow teachers who don't believe in the model to "opt-out".** Teachers in Travis Elementary, Carver Elementary, and Greenville Middle School who do not believe in the vision for improvement will have the option of transferring to another school in the district or leaving the district during the summer of 2018 and 2019.
5. **Provide opportunities for educators to collaborate and share effective instructional practices based on data.** The committees reviewed curriculum and instruction systems and found the schools needed training in using data to make instructional decisions. Through the grant, data reports will be identified and reporting periods will be scheduled for all grade levels. The "train-the-trainer" method of peer mentoring will be used during professional learning community meetings to model use of data to design lessons and include students in intervention classes.

Using proven strategies for transforming district talent, the Travis Elementary, Carver Elementary, and Greenville Middle School will become high expectation, high achievement campuses to significantly change the future of high need students in Greenville ISD.

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TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD utilizes the *Performance Management* theory of action. The grant will improve the district's ability to focus central administration on the most critical functions of campus accountability by implementing professional learning plans to improved teaching and learning and providing differentiated Human Resources systems to increase the number of effective educators in low performing schools.

Professional Learning: Moving from structured professional development schedules to personal development plans will empower educators to select their own professional learning, to design classroom instruction, and to refine curriculum. The change will make professional learning a reflective and continuous growth process where learning extends into practice, positively impacting student success. Through the grant, the district will provide:

- Character education and leadership professional development sessions in a variety of formats including online and face-to-face presentations and workshops for students, teachers, and community members. Participants will select the professional development based on personal and professional needs;
- School based professional learning communities where teachers will model and share instructional best practices learned through the character education and leadership training with peers;
- Training in using data to make instructional decisions. Technology based systems for data collection, analysis, and reporting will be put into place; and
- The "train-the-trainer" peer coaching will be used to implement best practices into classroom instruction.

The professional learning model will provide educators with knowledge and tools to select the professional development essential to improving teaching and learning.

Human Resources: The grant will provide Greenville ISD low-performing campuses with a differentiated Human Resources system that ensures educator placement is a function of student needs rather than adult preferences.

Through the grant, the district will:

- Expand the district's performance management perspective by defining characteristics of effective teachers in high need campuses;
- Provide an educator incentive program for career growth and advancement
- Refine the teacher evaluation system to include student growth and achievement as priority scoring measures; and
- Create a Human Resources system for recruiting, interviewing, and retaining effective teachers.

Conclusion: The proposed Talent Transformation project expands upon the Performance Management designs to achieve the vision, mission, and the goals of Greenville ISD and the GUSD Board of Trustees. Our district believes use of the theories of action within the Talent Transformation plan will result in a long-term framework for improving student achievement. Our students, families, educators, and community partners are committed to planning and implementing a plan that will transform the culture of Travis Elementary, Carver Elementary, and Greenville Middle School into high expectation, high performance campuses.

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Amendment # (for amendments only):

TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Campus Educational Improvement Committees from Travis Elementary, Carver Elementary, and Greenville Middle School met with the Superintendent and Assistant Superintendent to learn about the School Transformation Fund – Implementation Grant program. Each team includes, parents, teachers, counselors, principals, PTA representatives, and community partners. Each Campus Educational Improvement Committee (CEIC) reviewed program, campus, and guidance documents:

- Campus Improvement Plans for the 2017-18 school year: Each campus principal reviewed the 2017 campus needs assessment and outlined campus goals. The Assistant Superintendent provided available accountability data concerning the 2018 administration of STAAR. A needs assessment was completed based on data from all three schools. The committees determined improvement should focus on transforming the school culture and climate with an emphasis on (1) placing compassionate teachers who have proven success with high need learners on low performing campuses; (2) providing professional learning opportunities for stakeholders to become leaders who model positive character traits; (3) establishing data use systems to provide information to make instructional and personal learning decisions; and (4) increasing partnerships with social service agencies to provide out-of-school support that enables students to attend and engage in school.
- School Transformation Fund-Implementation Grant guidelines: The Assistant Superintendent provided program guidelines documents to each committee member through email. At the first planning meeting, the administrator outlined the program using an overview that included a chart to review each transformation design with related components and funding amounts. The teams selected Talent Transformation to meet student and school needs;
- Talent Transformation Design: Under the direction of the GISD Superintendent, the committee reviewed TEA guidance concerning Talent Transformation design.
- Effective school culture and climate strategies: The team also researched components of effective school culture and climate initiatives to draft the goals and objectives for the School Transformation Fund – Implementation Grant project.

After researching the project, the team developed a Talent Transformation blueprint which outlines project goals for planning, implementation, and evaluation of the project across grade levels and campuses. A Talent Transformation Team will be formed if the grant is awarded. The team will work with the Assistant Superintendent for Teaching and Learning and the TEA technical assistance consultant matched to the project to implement the project. GISD is committed to this project. The innovative transformation plan will empower students, teachers, parents, and community members to transform low performance schools into high expectation, high achievement environments that prepare students for success in high school, college, and a career.

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Amendment # (for amendments only):

TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD has developed a management plan for the Talent Transformation plan. Each stakeholder in the project will play a part in managing the plan. Collaboration will ensure successful implementation and will sustain the project.

- **A Talent Transformation Team** will be formed to implement and evaluate the grant project. The team will include students, parents, educators, PTA members, Rachel's Challenge and Capturing Kids Hearts staff members, social service organizations, and community representatives. The Superintendent of Greenville ISD will oversee the grant project including working with teams to plan, implement, and evaluate the effectiveness of program components on increasing student achievement. The Superintendent was key to the design and development of innovative school programs and served on a Great Schools team to research and design school transformation projects in his previous district. At Greenville ISD he has recently received a TEA grant award to establish an Engineering Innovative Academy which will open in 2018 to provide industry credentials and college credit courses toward a baccalaureate degree. The Assistant Superintendent for Teaching and Learning and a TEA Technical Assistance Consultant will lead the committee to refine the project blueprint which will be used to implement and evaluate the grant project from July 2018 to July 2020. The Assistant Superintendent has successful experience in managing school improvement grant programs including Educator Excellence and School Redesign grant programs. The technical assistance consultant will be matched to the project by TEA. This will ensure the outside consultant has the skills and experience to support transformation. A Program Director will be hired to facilitate project training and events, day to day operations, data collection and reporting, and budget management duties. The grant administrator will ensure project goals and grant requirements are met on time and as required by the district and state. The Project Director will work with the Talent Transformation Team to oversee the day-to-day activities of the grant. The committee will be responsible for collecting, analyzing, and reporting data each nine weeks. Reports will be provided to the Campus Improvement Team.
- **The Campus Improvement Team** will review project and student level data each nine weeks. The team of parents, educators, administrators, community members, and business partners will review critical success factors, milestones, and expected performance outcomes on the blueprint for each nine weeks of school. Using the prescribed evaluation methods and indicators of accomplishment, the team will determine if the grant activities are producing expected outcomes. Recommendations for changes in personnel, materials, and professional development will be made to meet project goals based on the data and stakeholder feedback.
- **The District Improvement Team** will review formative grant reports each semester. The committee will make recommendations for changes in grant management to meet grant goals based on information from the report.

Each management role is conducted by a team of stakeholders. Each decision is made by reviewing research, data, and stakeholder feedback. The management plan reflects an important shift in moving away from a school improvement model based on the district pushing out information, to a collaboration model that encourages the district to pull in comments, ideas, and directives from the community of stakeholders. The proposed Talent Transformation model will provide a process for the district to clearly understand what the students, teachers, and community expect from the school, so the objectives and critical success factors are aligned to stakeholder needs. It is the shared responsibility and commitment to program success that will drive innovation, transform schools, and sustain school improvement. Greenville ISD is committed to working together to improve our low performing campuses so each GISD student graduates from high school prepared for postsecondary education and a successful career.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 116905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 116905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116905

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-District Number or Vendor ID: 116905	Amendment number (for amendments only):
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Amendment number (for amendments only):

[illegible]

Barrier: Shortage of Qualified Personnel

Barrier: Lack of Knowledge Regarding Program Benefits

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	52
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Figure 1 is a line graph showing the number of cases of COVID-19 in the United States from March 2020 to March 2021. The x-axis represents time in months, from March 2020 to March 2021. The y-axis represents the number of cases, ranging from 0 to 1,000,000. The graph shows a sharp increase in cases starting in March 2020, peaking in May 2020 at approximately 1,000,000 cases, followed by a decline and then a second, smaller peak in November 2020 at approximately 500,000 cases. After this second peak, the number of cases declines again, reaching near zero by March 2021.

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On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116905

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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